

Vol. 6, No. 1



The

Catholic

Counselor

*An Organ of Communication for
Catholics in Guidance*

Autumn

1961

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The Catholic Counselor

IONA COLLEGE, NEW ROCHELLE, NEW YORK

DEDICATED TO OUR LADY OF GOOD COUNSEL

Published by the National Catholic Guidance Conference in Autumn, Winter, and Spring

Subscriptions: 2 yrs. - \$3; 3 yrs. - \$4; 4 yrs. - \$5.

PURPOSE: To act as an organ of communication for *ALL* Catholics in guidance and counseling. *THE CATHOLIC COUNSELOR* aims: 1. to increase knowledge and interest in student personnel work in Catholic institutions; 2. to serve as a forum of expression on the mutual problems of Catholics in counseling; 3. to foster the professional growth of Catholic counselors through membership in A.P.G.A.; and 4. to encourage cooperation among Catholic Guidance Councils on local, regional, and national levels.

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Send manuscripts to the Editor, Fairfield University, Fairfield, Connecticut.

Listed in *THE CATHOLIC PERIODICAL INDEX* and in *PSYCHOLOGICAL ABSTRACTS*.

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Editorial:

GOOD WILL IS NOT ENOUGH

The newly appointed editor of a periodical such as *The Catholic Counselor* may be excused if in his first efforts he eschews the editorial first person plural for a more personal statement. He is awed by the progress his predecessors have made. As a reader, he has observed the growth of a fledgling journal to its present state of vigorous maturity. He hopes that his stewardship will be in the tradition of those whose labors have guided *The Catholic Counselor's* growth. He relies on the interest and support of the professional guidance workers whose writings are the lifeblood of the publication.

If he is to make some broader comment as he begins his ministrations he feels they might well be directed to the growing recognition of the role of guidance in the Catholic educational scene. In the few months since he has assumed his editorial responsibilities he has found that his position provides critical insight into the field of guidance as a whole. His perception has been broadened by the manuscripts he has read and the ideas gained from conversation with the new colleagues that he has met. He is both heartened and somewhat troubled by what he sees.

Perhaps the most graphic impression he has gained is that of the remarkable good will of guidance workers and their superiors. The outstanding assets of the Catholic guidance movement is the reservoir of the "milk of human kindness" upon which it can draw. Dedicated priests, religious, and lay workers are committed to the young people they serve. An impressive spirit of Charity spurs their desire to expand the services they provide. But if the editor is encouraged by the motivation of his colleagues, he is troubled by what he perceives to be a trend to make good intentions a shoddy substitute for truly professional service.

An administrator does not provide a guidance program simply by assigning a well-meaning but untrained member of a teaching faculty the hollow title of Director of Guidance. Holy Orders or religious vows do not substitute for professional training. An administrative office devoted to registration, program scheduling or discipline, whatever its title, is not a guidance office. Guidance needs are not met when the counselor's efforts are devoted solely to the college-bound while little is done for students with the terminal diploma. A guidance folder overflowing with little understood and misused test results is worse than a useless collection of papers. A counselor is not worthy of the designation when he neglects his technical development through professional affiliation. He courts

a kind of professional autism when he does not submit his program to evaluation through research. Guidance is a profession. The counselor is a man who is specially trained to master specified, sensitive and delicate functions. Good will alone does not make a counselor.

It is this new editor's hope that *The Catholic Counselor* will aid in the transformation of good intentions to actualities. It is his desire that as "an organ of communication for Catholics in guidance" this periodical will help initiate the neophyte, inspire the journey-man and stimulate the theoretician to refinement of methodology and ideals. In this process the editor is little more than a middle-man. The success and growth of *The Catholic Counselor*, indeed of the whole Catholic guidance movement, will depend upon the willingness of articulate professional workers to bring their written thoughts to the forum of publication.

Vincent M. Murphy, Editor

Admission to College

Brother Thomas More, C.F.X.

A HIGH SCHOOL administrator does not need to be convinced by his current reading on college admissions that getting into college is, and will continue to be difficult. A study of the records of his own graduating classes will give the principal a graphic picture of this situation.

Admission to college then becomes a business in which high school personnel are vitally interested. On their side, they want to see that their college preparatory classes are given the proper depth and excellence. They have made many curriculum changes that give indication of originality, imagination, and ingenuity.

Brother Thomas More is Principal of St. Xavier High School, Louisville, Kentucky.

But this is another matter. They want to know, too, what standards colleges are using to admit students. The reading of college catalogues does not give all the answers.

In view of these difficulties, a survey was conducted to determine specifically what standards colleges are employing to decide upon student admissibility, and second, to learn what problems high school administrators perceive in the area of admissions. A questionnaire was sent to 38 high schools from which 35 replies were obtained. The high rate response seems to testify to the importance which both the high school and college administrators attach to the problem.

The College Survey

Questionnaires were sent to Catholic colleges in the East, South, and Mid-West. Half of these institutions were directed by men; the other half by women. The questionnaire contained four questions:

1. What is the principal basis upon which you make your selection of incoming freshmen?

2. Do you place much reliance upon the recommendation of the high school principal in your selection of freshmen?

3. Do you have a cut-off score on the CEEB or any other standardized test?

4. If you do have a cut-off score on the CEEB, would you consider an applicant who has the approval of his high school but whose score is below your cut-off score?

All twenty-four colleges responded to the first question. A summary of their answers indicates that selection is made on the following bases, listed in the order of importance: (1) High school record, (2) Rank in class, (3) Recommendation of school personnel, (4) Test scores: CEEB, ACT, National Merit—in that order, (5) Test data provided by the school.

Every college indicated that the high school record was the most important piece of evidence for admission to college. However, the following comment by one college seems to express the sentiment of all the colleges: "There is no one item which is the principal basis for our selection. It is the total picture and our knowledge of the schools and their marking systems and the

integrity of the high school principal. . . . Another element which is very important is the course chosen by the student."

Naturally the record is studied against the general policies of the college. One of these policies is the establishment of some kind of cut-off score on a standard test. Hence, the question whether colleges had established a cut-off score on these tests.

Eight answered definitely that they had a cut-off score. Sixteen said they do not have a cut-off score. Some cut-off scores mentioned were 600, 500, 450, 400. Though sixteen said they have no cut-off score, they leave the impression that many have a policy of not accepting students who fall below some score established by the college. Scores are particularly significant, it is presumed, when there are numerous applications for programs such as engineering or pre-medical curricula. One college which established a minimum score states, "The College Board cut-off score for all science and math majors is 600; for non-science majors in the College of Arts and Science, 500; for other courses such as Business, Education etc., 450."

Cut-off Indefensible

An interesting comment is made by the representative of a college which does not establish a cut-off score, "I think that statistically a cut-off score practice is indefensible. The error of measurement in the College Board scores, for example, indicates that you cannot take a

cut-off point of 500 and say that a boy with a score of 500 is definitely better than a boy with a score of 490 or worse than a boy with a score of 510 or 515. As a consequence, I think it would be very valuable for admissions officers if high schools would report several intelligence tests instead of just one, and, if possible, have the students take the College Board Aptitude Tests in junior as well as in senior year."

Freshman Profile

In order to establish an understanding between the college and the high school, some colleges send high schools a profile of their current freshman class. These reports include the following items: Applications (preliminary, completed, accepted, and enrolled), Geographical Distribution, Quartile Rank in Graduating Class, Financial Aid, CEEB (SAT) Scores.

Such information is an excellent guidance tool for high school principals and guidance directors. It gives the high school information regarding the type of student accepted in a particular college, and helps the high school determine which of its students the college would probably accept. This kind of report, along with information contained in the regular catalogue, gives a fuller and more complete picture of the standards of admission. Colleges that render this service make it less difficult for the high school principal to recommend or not recommend a pupil for collegiate work.

Twenty of the colleges said they place reliance upon the recommendation of the high school principal. This reliance is predicated upon the college's acquaintance with the students who come from certain high schools. As one dean said, "This depends upon the school! Some are more reliable than others." Some colleges stated that some high school principals seem over-anxious to have students accepted.

Principal's Recommendation

The general impression gathered from replies to this question is that colleges know that principals base their recommendations upon the record of the student. They realize that the principal or the guidance director knows the student quite well and that his report will, by and large, be based upon reliable facts.

To the question about the applicant with low test scores but with high school approval, the following response was obtained: yes, 2; No. 2; Sometimes, 9; Does not apply, 3; Not answered, 8. Such varied responses are probably due to the vagueness of the question as well as to the fact that it is tied in with the question concerning the principal's recommendation. Most colleges seem to agree that such letters are written because of various pressures exerted upon principals. Most principals will agree that at one time or another pressures are exerted in this area.

One college dean expressed himself in this manner, "... we would consider very carefully a

boy who looked poor on the College Boards if the high school principal recommended him very strongly and gave some reason why he should be accepted despite his work on the College Board Test. The usual explanation, however, that this boy is bright but 'freezes' on objective tests, is hardly satisfactory, because college marks are based largely on testing rather than recitation; so a boy who is going to freeze on examinations is going to do poor work throughout college."

Perhaps this section of the report might well be summarized by one college president's statement to high school administrators. "Limitations in class size prevent the acceptance of some qualified applicants. The Admissions Committee must consider the relative merits of one applicant against another. In this sense, admission becomes competitive. It is obvious that low test scores may cause rejection even though the committee tries to avoid such devices as 'cut-off scores'. From our predictive studies, we find that low scores and a mediocre high school record usually result in failure. We do look carefully at all the information we can assemble on each applicant, most important of which is an honest, complete, and objective report from the school."

Simplifying Applications

In view of the responses obtained one wonders whether there are not some ways the colleges might assist the high school. For instance, because of

the importance attached to the high school record, some application forms are long and complicated. A busy staff of a large school cannot give its full time to a careful and conscientious study of the personal forms. A photostatic copy of the high school permanent record should be satisfactory as a preliminary basis for acceptance by the college. These records usually include the following information: complete record, high school rank, course, extra-curricular activities, I.Q.s, results of such tests as CEEB, National Merit, ACT. Perhaps some discussion is needed to ascertain whether high school transcripts need revision to include whatever information colleges think necessary to make a valid judgment of candidates. Also, perhaps further discussion is needed to find out whether some common form cannot be used by the colleges.

Early Decision

Earlier application for college admission, say at the end of the junior year, might offer further assistance to high schools. At the beginning of the senior year, the college could send a simple form to the high school asking for the student's current rank, his major interest or field, and the result of any tests taken up to this time, and whether he is recommended for admission. By the time a student has completed the junior year, high school personnel know whether he has college potential. Transcripts covering three years of work could be sent to the college in Septem-

ber of the student's senior year. On the basis of this preliminary report a college could well judge whether the student has the necessary qualifications for admission.

Early application would probably relieve much pressure on high school officials. It would also cut down on sending multiple transcripts, the bane of secretaries and principals. Early decision has the additional advantage of making the senior year very significant for the students.

The High School Survey

Four questions were asked of the high school principals:

1. Do you find that most colleges your students attend admit on the basis of the CEEB or similar standard testing programs?

2. Is your recommendation guided chiefly by what the student has achieved in school and then by standard tests?

3. Are colleges too test-conscious? Are they guided more by test results than by a school's recommendations?

4. Does a college which rejects an applicant you have recommended usually give you an explanation of the rejection?

Question number one ties in exactly with the first question on the college questionnaire. Twenty-eight principals stated that the colleges make their selection of students upon high school records, rank, recommendation, and test scores. These principals considered test scores one of the major considera-

tions. Five said that test scores are given precedence, but that the high school record is a weighty factor. Two did not know what basis the colleges used for accepting candidates.

The general reaction of the principals to this question seemed to be that with increasing college applications most colleges will be strongly influenced by the CEEB, ACT, or by a test of their own.

"The colleges we have been dealing with usually make it clear that they look at the scholastic record and the principal's recommendations too." This expression might well be taken as a sample of what many principals think of this problem.

Twenty-nine principals stated that their recommendation is guided chiefly by what a student has achieved in school. Four were guided by achievement and test scores, and two used standard tests as the basis of their recommendation.

Most high school principals will agree that they place a great deal of reliance upon achievement. They do this because they have a very intimate acquaintance with their students. Their knowledge of these students stems from a four-year relationship. They have seen these students in action. They know their good and bad qualities. Oftentimes an objective test verifies what the school already knows of a student. Oftentimes principals have a ready answer for a college which notes any variations between the standard test scores and the scholastic achievement.

To the question, "Are colleges too test-conscious?" 8 answered yes; 19, no; 3, somewhat; 5 were not sure. Thus a majority of the schools questioned did not feel that the colleges to which their students go overlooked scholastic achievement and the school's recommendation.

Such comments as the following give a fair view of the principals on this question: "They try to be fair and cannot be blamed for wanting strong groups." "I think a college has to be 'choosey'."

Some felt however, that students had to take too many tests before being finally selected by a college. "The Colleges usually keep the students waiting a long time before notification of acceptance. This waiting causes the students to send multiple transcripts through fear of not being accepted by the college of their choice." To meet this problem, one principal suggested that in a given area some uniformity in testing be reached. "College is getting very expensive before students even get a notification of admittance. Too many tests are required. Could the same test be used for entrance to various colleges in a given area?"

Some general observations which could be made from the replies of the high school principals are these:

1. Some solution has to be found to the problem of the expenses incurred by students who take a number of tests for college admission.

2. Too many students are forced to send multiple trans-

cripts because they are forced to wait too long for a decision from some colleges.

3. High schools may have to send a brochure describing their program of studies, their marking system, their method of ranking students, the scholastic make-up of the student body, and any additional features of the curriculum to colleges to which their students apply.

4. High schools should stamp on the transcript the type of program pursued by the students: Honors, Academic, Business, General.

5. High Schools will have to establish close relations with the college, especially the local college.

6. High Schools should hold College Nights and College Guidance Meetings for Parents to explain college standards of accepting students.

Conclusions

The general results of the survey indicate that the area of college secondary school relation is one that requires more study, especially on the question of admission. Both groups are quite in agreement on some of the basic issues involved. On the local level there is a usually active public relations program which establishes rapport between the college and the secondary school. It is more difficult, however, to develop an understanding between high schools and those colleges which are out of the state. It is in this area perhaps where there is a definite need for good public relations on the matter of admissions.

Guidance and Counseling in Confraternity Work

Brother Philip Harris, O.S.F.,

THE Confraternity teacher has the opportunity not only to impart Christian doctrine, but to offer practical guidance to Catholic youth who, for the most part, are in public schools. Admittedly, most of this guidance will be informal, but there are techniques and approaches of the modern student personnel movement which may be adapted to the school of religion. In general, the guidance efforts of the Confraternity worker will attempt to (1) supplement the formal guidance practices available to the youngster in the public school, or (2) provide necessary educational and vocational guidance to Catholic youth from public institutions which at present do not offer their students the advantages of a formal pupil personnel program.

The inclusion of guidance aims into the Confraternity program seems justified since Catholic educators are interested in seeing that *all* Catholic youth develop their talents to the fullest and that these abilities are used most effectively for the cause of Christ. A few examples relative to the above points may lay the groundwork for further analysis of this important question.

Brother Philip is Vice-President in charge of Development, St. Francis College, Brooklyn, New York.

A secular high school may have an excellent guidance service which supplies adequate information and counseling on occupations. However, it is not likely to develop in the Catholic youth of that school a sense of vocation. The confraternity teacher may then build on the career basis of the public school and foster discussions on the states in life within which an individual earns a living, as well as offer motivation for careers of service and dedication. On the other hand, if a student comes from a school which still lacks an organized program of guidance, especially in the area of college preparation and selection, then the Confraternity worker's duty is clear. If these Catholic youths are to take their rightful place in society and aid the Church's apostolate, educational information must be given with respect to the requirement of post-high school training, particularly in Catholic colleges and universities.

The N.C.W.C. Office Set the Pace

Fortunately, the national office of the Confraternity, as far back as 1953, indicated the need for greater guidance endeavors in its excellent publication, *How to Plan and Conduct the Parish C.C.D. High School of Religion*.¹ Chapter X is entitled, "Suggestions for Counseling and Guidance," and bears repetition

here:

The spirit permeating the classes of the confraternity should be as much as possible like that which animates the Catholic high school. This consists in aiming through every activity to develop in students understandings, attitudes and habits of living which depend on three basic principles: (1) the complete dependence of men upon God and the corresponding responsibility to accomplish His will in all things; (2) the dignity of the human person who has been created in God's image, redeemed by Jesus Christ and destined for eternal life; (3) the social nature of men which postulates their mutual interdependence, and their need for justice and charity, and for co-operation and generosity in sharing material, intellectual, and spiritual resources. On these basic concepts, youth may be validly motivated to work for full development of all their talents and to find and accept the responsibility for the common good which belongs to them in view of their native endowment and the graces which God gives at every stage of life.

This spirit may be developed in part through group work; some of it however, must be the result of private interviews and counseling.

It is clear that educational and vocational guidance are essential aids in finding one's calling in life and in preparing for it. Hence, although

the Confraternity class, because of limited time, will devote itself primarily to moral guidance, it can and should give some attention to these other aspects.

Catholic youth need religious foundations in deciding what colleges to attend, in determining their vocation to the priesthood, to religious life, to marriage, or to the single state in the world, and in choosing their life occupation. They must learn to apply religious belief to solving daily problems regarding conduct, dress, recreation, or any other vital issue in their lives. They need it as a help in understanding here and now their obligation as Christian students. Counseling under secular auspices cannot adequately meet all these needs. Unless recognition of responsibility to God is the foundation, no guidance, however perfect it may be in the technical sense, can fulfill the requirements of direction toward the true Christian life.

The Implication for Confraternity

If the Confraternity worker is to take advantage of this unique opportunity for guidance, he should familiarize himself with the family and educational background of his students. Since most of these pupils will be drawn from a small number of public schools, it would be wise for this teacher to meet with the guidance director of these nearby schools to determine the extent of pupil personnel service

which are available to his Confraternity students.² Most school counselors are anxious to assist in the total development of their clients, so that it is not unlikely that the public school counselor would be willing to cooperate informally with the Confraternity worker in his additional guidance efforts. Professional guidance specialists are trained to utilize the resources of the community; the Confraternity teacher can be considered to represent a community agency engaged in guidance activities (all of course, but with the emphasis on personal and moral guidance). Therefore, it is not unlikely that system of referrals might be worked out between the two, or that the trained counselor would interpret what he knows about a Confraternity student as a result of standardized tests and other means of evaluation.

Of all the techniques of modern guidance, the following seem to have the best application for the Confraternity worker, and these are arranged in order of importance within the limitation of the C.C.D. set-up:³

- (1) weekly group guidance discussions;
- (2) special guidance events, such as career days, college nights, and parent forums;
- (3) guidance audio-visual aids and publications;
- (4) individual interviews and/or counseling;
- (5) guidance tests and inventories.

When To Do Confraternity Guidance

Although the C.C.D. worker may be convinced of the value of guidance within the school of religion, it is understandable that the big problem is to discover the *time* in which to carry out such activity. Here is where ingenuity, imagination, and enthusiasm are paramount. The beginning effort may have to be very modest, but in due time significant results will be achieved. The following are but a few suggested ways to carry on guidance functions within the framework of the Confraternity, and they are offered in the hope that their presentation will stimulate even better proposals.

(1) Within the forty-five minute discussion period, fifteen minutes may be devoted to a practical application of moral principles by group guidance discussions. No matter what the length of the period, a short break can be given and then fifteen to thirty minutes could be allowed for guidance similar to that in the secondary school's homeroom period.

(2) Time for guidance may be allocated by curtailing or substituting for the social part of the Confraternity program. Some Confraternity classes are followed by a social hour. A dance period could be cut in favor of a guidance session, or it could be held on every other week with guidance taking place on an alternate basis. Young people are concerned

about their future and can find the guidance discussions attractive.

(3) Apart from the regular Confraternity class time, volunteers might offer guidance services to Catholic youth in public schools on Saturdays, holidays, or evenings. Actually, a part-time Confraternity guidance center could be established to service one or several parishes. Professional Catholic guidance specialists, psychologists, and social workers may be available on the basis of free contributed service to a community and parish project. The funds for other necessary operational expenses could come from various parish organizations who donate or support the effort. Certainly the Confraternity "fishers" and "helpers" would be invaluable in this type of endeavor.

(4) The Confraternity has the opportunity of serving parents by offering various programs which will improve parental guidance of youngsters in the Confraternity classes. Here, too, the C.C.D. *parent-educators* and apostles of good will could be of assistance.

(5) Sunday afternoons between 3 and 5, presents an excellent period for the Confraternity to sponsor group guidance activities for both the pupil and parent. An educational forum, for instance, could be for either group or both, and might include other children of the parish who are not in the C.

C.D. Parish societies might actually conduct the affair for the Confraternity. In one Long Island community, the Knights of Columbus and the Holy Name ran a Catholic College Night for the public school youngsters in the Confraternity.

Conclusion

Any one or combination of the above approaches will permit worthwhile guidance services to be offered so that Catholic youth in Confraternity classes will be able to discover, develop, and direct their God-given potentialities. Thus, they will be assisted by the C.C.D. to find their rightful place in the social order, and to cooperate with Divine Grace in establishing within themselves constancy in following the teachings of Christ.

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Creatives in Conflict

Sister Patrick Ann, C.S.J.

THE results of two and a half years of extensive research on creativity at the grade school level appear to be gratifying and enlightening.¹ There are now several means that may be used² to measure the creative potential of an individual. While the measures used to discriminate the highly creative from those more dependent on teacher-direction are still in the process of revision, the administration of some of the various tests will yield interesting and challenging results. Readers unfamiliar with these tests are urged to investigate those measures already employed in an attempt to assay their utility for their own situation. The purpose of this paper, however, is not to explain these tests, but to alert the reader to their existence and then to discuss several difficulties which children who are designated as highly creative might meet.

Torrance lists the character traits of creative persons:

"...always baffled by something, attracted to the mysterious, attempts difficult jobs (sometimes too difficult), constructive in criticism, courageous, energetic, full of curiosity, independent in judgment, inde-

pendent in thinking, intuitive, persistent, becomes preoccupied with a problem, questioning, receptive to ideas of others, regresses occasionally, unwilling to accept anything on mere say-so, and willing to take risks."

These traits must be present in varying degrees, if the individual is to be considered as possessing a creative potential which may be developed and utilized. On the other hand since our present-day methods of imparting knowledge in the classroom are geared to the greater number of pupils, the same traits, essential for creativity, are productive of problems for the creative child.

In speaking of the problems that arise as a result of the creatives' independence, curiosity, initiative and the like, Torrance⁴ points out that it is important for them to make a wholesome adjustment to a group without sacrificing their creative abilities. This, it seems, is the problem that will confront any person who is willing to pose a new idea, or venture into untried territory. To what extent then, can a child be expected to be an individual and yet be a member of a group? Or to put it another way, how is he to bring his individualness into harmony with the responsibilities he has as a social being? Both are important and the teacher has no

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small task in fusing these two aspects into a balanced relationship.

If the teacher is to help and guide this type of pupil, he must consider several areas of this subject. The first of these is the peculiar nature of an individual with highly creative abilities who is at the same time also endowed with a goodly amount of intelligence as measured by the usual intelligence test (creativity, it should be noted, is relatively independent of intelligence⁵). Studies show that such a person tends to learn more from experimentation and learning "on his own" than from teacher-directed lessons. At the same time these same individuals who apparently "play" at learning produce as high a score on an achievement test as those with higher IQs. Thus it would seem that while apparently relinquishing their responsibility as students, they are only changing the manner in which they are actually assuming such responsibility.

In a given classroom there will not be too many students who are at once both highly creative and highly intelligent. Approximately 20% of a group may be classified in this category, and if the population is drawn from pupils of average or below average mentality, the proportion may be even less. However, once the creative potential of a particular class has been determined the teacher can be alerted to the divergent behavior likely to be manifested. Understanding and tolerating such behavior will not be easy since creative activity is not

confined to any one area of action but to all aspects of life, play as well as work, and a child is likely to be a "clown" during a lesson that does not appeal to him and yet be completely engrossed in lessons which hold greater appeal. He is likely to undertake novel projects in those studies to which his interest directs him. It is at this point that the wisdom and patience of elders must be brought into play and the temptation quelled to reject him and his projects entirely. Often, it is when a pupil of this sort is deeply engrossed in solving some problem that he is most receptive to suggestions, help, and further challenge.

Divergent Thinking

To accept divergent thinking in the realm of ideas and actions associated with school subjects should be stimulating to any teacher. When this type of thinking carries over into actions bearing on the order of the class however (and most assuredly it does) it becomes a different story. Creative individuals are governed by spontaneity, impulse, and external stimuli. Their actions are unpredictable, appear undisciplined, and for that reason are often unappreciated in the routine of a busy teacher. To be prepared in advance to challenge the creative pupil with interesting and new ideas, to suggest possibilities in a particular subject will save much time and patience, and will prevent many a problem in school discipline.

So accustomed are we to a stereotyped culture reinforced

by mass media that individuals convinced enough to be different, to vary their approach to a problem, or worse yet, to suggest a new one, tend to be thought of as "different" or "silly."⁶ Creative children, nevertheless, have to learn to live with this opposition and to adjust to it.⁷ The teacher may assist in this adjustment when students fail to distinguish between new acceptable and new non-acceptable behavior or ideas. The teacher's acceptance of and enthusiasm for new ideas that are acceptable or at least not undesirable should help to offset the effect of difficulties connected with the rejection of the many undesirable actions and jokes, that are likely to be manifested.

In working with a child of this nature, one may be tempted to reject him *in toto* and "get on with teaching." In effect, by so doing all "different" ideas are rejected because *some* happen to be "out of line." Patience is needed. Because these children are gifted they develop an insight into their own shortcomings, and the long-range guidance of creatives can bring some of the most interesting and satisfying results. The important point to be made here, the writer feels, is not to thwart the worthwhile good ideas when attempting to direct the undesirable ones, but rather to create an atmosphere of receptivity to the real contributions that are made.⁸

Another question that might be raised here is: To what extent should self-motivated action be allowed to govern the

actions of a child? While this sort of action is to be hoped for in an adult and is certainly one of the aims of educators, in creative individuals self direction often seems excessive. Such behavior will be particularly noted in regard to anything that concerns his own activities or ideas. When confronted with requests to help someone else, or to perform an action directed by another, he may need great urging.

Directed Actions

Directed action implies that the director assumes the responsibility, at least in great part, for the directed action; while self-motivated action implies that one carry out his own objectives. Since, in addition, creative children may not possess traits which help them postpone their own goals, following the directions of others presents areas of conflict. But the business of living requires that, as sacred as an individual's ideas or goals may be, reality often calls upon one to postpone, modify, or change them. Even more, they may have to be sacrificed on the altar of duty or expediency for some greater good. Confronted with this difficulty a teacher or parent must orient creative children to recognize the rights and contributions of others while, at the same time taking care not to minimize the worth of creative ideas. The creative child may be taught that if his ideas are to be of worth and of lasting value they will have to stand the test of time, suffering, and patience, and that he will have to get along with

others perhaps not so gifted as himself.

If creative children are so trained at an early age, their self-centeredness will be tempered by an insight into the exigencies of life and the demands required not only of him but also of others.

One last area where creative children may run into difficulty is the mastery of skill subjects. Many creative children are notoriously weak in writing, spelling, computation, and any other subject which requires careful repetition. In such a case the teacher may take advantage of the probability that when the same individual is involved in a problem which he considers interesting and worthwhile, where careful exact employment of a particular skill is required, his own standards will be far more rigorous and exacting than those set by an adult. If the teacher can succeed in channeling this latter tendency, the intensity and sense of dedication characteristic of these pupils when seeking the solution to a problem in which interest has been aroused will be a source of great satisfaction.

The foregoing discussion would seem to set a formidable task for the teacher who encounters the creative child. Despite the difficulty such a situation entails, it is hoped that an understanding of these youngsters will encourage teachers to spend that extra effort to help these children develop their special talent. It is hoped too that in sharpening the sensitivity to and tolerance for the creative child the teacher may be

spurred to a keener insight into the special problems of all students.

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Profiles of Catholics in Guidance

Vincent M. Murphy, Fairfield University, Conn.



**BROTHER LAWRENCE JOSEPH
POIRIER, F.M.S.**

With the present issue of *The Catholic Counselor*, Brother Lawrence Joseph Poirier, F.M.S. hands the reins of editorship to his successor. One of the very few benefits which accrue to the change is the opportunity which it allows this column to provide a closer look at the career of real "Old Pro" of the Catholic Guidance movement. And yet, Brother Lawrence's career deserves attention if only to demonstrate the many ways a dedicated person can serve the cause of guidance.

Brother Lawrence, like a number of his colleagues, was

working with young people long before he became specifically interested in guidance. Over two decades spent in both elementary and secondary schools provided the first hand knowledge of the adolescent boy upon which Brother was to capitalize in his guidance activities. When, with his advanced degree from Fordham he turned to the guidance field, his commitment was complete.

His initial guidance efforts were in the State of Massachusetts, where he established the Department of Guidance at Lawrence's Central Catholic High School. While he was at it, he found time to assist Haverhill High in the development of its guidance program, and also to assume the responsibilities of the vice-presidency of the Merrimack Valley Guidance Association. From New England his superiors brought him to New York City, where, for two years he served first as Principal of St. Ann's Academy, and subsequently as the guidance officer of Mount St. Michael High School in the Bronx. There, as in Lawrence, it was his task to establish the program he was to administer. Since 1953 he has made Mount St. Michael the home base from which he has engaged in a variety of activities.

He has maintained an active participation in half a dozen professional organizations. Brother holds charter memberships in

the American Catholic Psychological Association and in the Catholic Guidance Council of the Archdiocese of New York. In the latter group he has served both as Program Chairman and President for the 1959-1961 term. He holds NVGA professional membership and is a certified psychologist in New York State.

In another sphere he has served at Marist College as a lecturer in educational psychology, been a guest lecturer at Manhattan College and Iona College, and also took time to be the keynote speaker at the 1958 Marist Educational Conference.

Then, of course, there is the long association which Brother Lawrence has had with the *The Catholic Counselor*. He was Associate Editor for Volume Two. Volumes three through five were published under his editorship, and now he serves as a valuable resource person as an editorial board member.

It is hard to characterize in a single article a man who does many things well, and it is unfair in a profile of this sort even to consider that Brother Lawrence has been faithfully portrayed. Indeed, rather than list Brother's contributions it would be more proper to thank him for them, and join Brother Philip, the Chairman of the editorial board, in his citation of Brother Lawrence, "We of *The Catholic Counselor* must simply state our gratitude to this man. He has shared with us his experience, his talent, his wisdom, and all this with ever enduring tact."

Autumn, 1961

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A High School Guidance Program

Sister Mary Prisca, R.S.M.

THE whole field of guidance as it is understood in the high school today is so vast that it is impossible to cover all the various aspects. Besides, the knowledge of a functioning program to any one guidance counselor would necessarily be limited to the school in which he was working. That is the case with the program described here.

One big thing which was a favorable factor in setting our program in order was that it began with a new school. As the school grew and developed, so did this important section expand. Even now there is a continual adopting of new ideas, although since the school is only five years old none of the old have been laid aside. Perhaps the most simple way to describe the program is to begin with the incoming freshmen and follow them chronologically to graduation.

Since the philosophy of the guidance program touches the student during a four-year period it must coincide with the philosophy of education adopted by the school. Briefly our philosophy considers the dignity of the student as to his origin (coming from God); his nature (made to the image of God, be-

ing redeemed and sharing in the life of God), and his destiny (return to God). The purpose, therefore, of the guidance program is to help the student help himself. It furnishes services to that end. It shows him how to live physically, intellectually, socially, spiritually, culturally, and economically so as to succeed in life and reach his eternal destiny.

Guidance for the young student at our high school begins with a personal interview with parents and student. Achievement tests are administered to eighth-grade girls in April. The results are sent away for tabulation. When they have been compiled and returned to the high school, interviews are set up. These are scheduled for one half hour in length, although no strict adherence to this time is ever exercised. Both parents come with the child. A family data questionnaire is filled out at this time with the principal asking the questions. After the family data has been completed a personal data form is given to the student. She is taken into another room, assured that the answers on the form will in no way count against her and told to work a her leisure. The Principal then is free to discuss the student with her parents and this meeting has invaluable worth. Parents can reveal assets, handicaps, both

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mental and physical, and character traits. This has always been one of the most helpful features of our entire program. Grade level achievement on the test is told to the parents and to the student when she returns.

An outline of the courses available is sketched and a brochure covering the points touched upon is given to the parents. One had previously been given to the student at the time of the test. With the previous knowledge gained by a study of the cumulative record card obtained from the grade school and from a recommendation from the elementary principal and eighth grade teacher plus the results of the test, the principal endeavors to guide the selection of the course. Parents have proven themselves uniformly amenable to suggestions and seem entirely satisfied with the determination of the course. Low achievers in both arithmetic and reading are required to attend summer school.

The data received from the elementary school and the first test results, together with both family and personal data sheets, are filed in an individual pendaflex folder which is kept current for four years. At the same time two permanent records are begun. One to remain in the records file; one to be kept in the guidance office.

Orientation takes place the day after Labor Day. Procedures include receiving home room schedules and book lists, and being measured for uniforms. Half-hour periods for experimental run of classes to spot conflicts follow the next two days.

Shortly after the first week of school, Big Sister - Little Sister day brings the seniors and freshmen together. The freshmen entertain the seniors with an amateur program and the seniors serve refreshments.

Homogeneous Grouping

Homogeneous grouping breaks the freshman class into four patterns: College Prep I (Honors), College Prep II, Business Education, and Home Economics. The low ability group is scheduled for extra work in reading. Superior students are urged to increase their speed in an accelerated reading course which is in its second year of development.

There is specially directed teaching for each group. In scheduling it has been the endeavor to keep instructors teaching the same sections if possible; e. g. College Prep I, Business, etc. Encouraged by the teachers freshmen take Catholic University tests in at least two subjects, as well as the National Education Development test.

Religious guidance during the year consists of priests' instructions once weekly. Opportunity for confession is given by priest instructors and by the chaplain weekly. First Friday is observed by attendance at Mass near noon at a Church on the same grounds. The yearly retreat consists of an orientation talk and Benediction on the day preceding the opening of retreat, and three full days of conferences. Friday classes resume but there is one final talk, and all attend Mass.

The retreat master remains for personal guidance throughout the day. Beginning last year, evenings of recollection were organized. These occurred towards the end of the school year and each division of the high school had its own. Girls are invited to join the Sodality during their freshman year. These girls, of course, have special opportunity for personal help. Once weekly, on Monday, a priest counselor comes to the school. Girls schedule appointments in the morning before he arrives by writing their name and home room number in the appointment book. In the classroom, the Insight Series is used weekly by the Sisters on the staff. A fifteen minute conference period daily allows the home room teacher contact with students. Social guidance is also provided at this time.

Moving into the sophomore year always necessitates some readjustment of groups. The Scholarship Club may be entered at this time. Here students receive special instruction in both mathematics and English. In this year and for the first time, a student expresses her choice of a cultural pursuit. In the cultural art period anyone who is a sophomore, junior, or senior may pursue one of the following: Art, Design (in Home Arts), Logic, Speed Reading, Orchestra, Dramatics, Speech, Glee Club, Music Appreciation.

Students in this year are introduced to the library guidance file which contains information on colleges, occupations, vocations, and personal guidance. One complete file is maintained for scholarship information classified according to colleges and companies, and there is a whole section on financial aid.

Health Examination

In this year, too, as well as in all other years students have a health examination which includes weighing, measuring and eye testing. Referrals are made to the parents. Health had been previously checked at the beginning of the freshman year when a doctor's recommendations as to fitness for participation in physical education was filed in the individual folder.

The Great Books program continues for the gifted and all sophomores take the Essential High School Battery test. Those in the College Prep Course take the National Education Development Test again. These tests are interpreted for the students either by the home room teacher or the teacher whom the student has selected for educational guidance.

Educational guidance personnel are teachers who are chosen by individual students. Early in the school year each girl is invited to select one of the instructors to give her special attention.

Interviews are arranged with the students after each quarterly, marking period. Most interviews take place after school

but it is permissible for a teacher to interview a girl during a free period provided an understanding has been reached with the subject teacher involved. In many cases these special educational interviews have led to beneficial adjustments in other areas. The contact is good for both teacher and pupil. The teacher may think, "Here is someone whom I may help since she has selected me." Begun two years ago, this type of counseling has gained a tremendous foothold in all divisions of the entire school.

Religious Guidance

Religious and moral guidance continue as outlined. In this year, too, the head of the guidance department begins her systematic contact with the girls. The goal: to reach every girl in school. She is allowed two periods daily for counseling.

The third year program continues in the same general areas. At this time, the honors group begins a second modern language. The differential Aptitude Tests are given to all juniors by the guidance staff of a nearby college. Results are explained to the girls individually by the qualified personnel of the college. Career speakers are invited to the school and both junior and senior students attend the lectures. Similarly, admission personnel from Catholic colleges and schools of nursing are heard. The National Merit Examination is administered to College Prep

students. Guidance interviews continue.

Fourth year students receive all the opportunities previously mentioned. In addition, every senior girl participates in the Christian Family Living Program regardless of her course. Here an instructor who has a master's degree in Home Economics gives each senior instructions in the spiritual, moral, and practical aspects of marriage. Part of the course includes cooking, sewing, managing the home unit, budgeting, interior decorating, home safety, nursing, and child care. College Entrance Examinations are taken by the college bound; Civil Service by those in business education. Speakers from industry or members of professions are invited. Students also visit colleges and hospitals. Seniors are permitted and encouraged to make a closed retreat during the same time the regular retreat is in progress. The priest counselor concentrates on interviewing seniors during the last four months of their high school life. Parents, after the initial interview, begin to take a real interest. P.T.A. meetings are held regularly the first Monday of the month. At the first meeting parents follow their daughter's schedule on ten minute periods. The business part of the meeting is short. Programs very often consist of a school

activity; e. g. cheerleaders' and hockey players' impromptu program, debate, religion bee, style show or glee club performance. Meetings are well attended. After each quarterly report faculty members hold conferences with individual parents. Parents are free to visit each teacher.

Educational Committee

The most recent development of parent aid in connection with the school is the appointment of an Educational Committee with a very active chairman. Meetings are called on the agreement of the principal and the chairman. It was the Educational Committee which developed the speed reading course first begun last year. It persuaded the P.T.A. to pay for the rateometers and other materials needed. The committee under expert chairmanship assembled the scholarship file and are keeping it up to date. Through its efforts, educational television was introduced in the school. It is currently pursuing information on obtaining aid for private schools. Trends being studied for school improvement are those in science, art and languages.

Our follow-up program is in its initial stages. Each of our three graduating classes have filled out a detailed questionnaire which we have assembled in the alumnae file. At the end of each five year period a detailed progressive and statistical report on our graduates will be compiled. The results should lead to continuous evaluation and improvement.

In setting up our guidance department we have tried to follow consistently the steps outlined by Brother Philip Harris in his excellent article. "Organizing a Catholic High School Guidance Program." A summary of these points and how they were interpreted are offered here:

1. *Someone must be appointed to organize and coordinate all guidance activities.* This has been done.

2. *The Guidance Service must have a philosophy.* Our philosophy of guidance coincides with our philosophy of education developed in our Self-Study and approved by the associations which have evaluated our school.

3. *The Guidance Director must have free time for guidance.* As our school grows the counselor will be given full-time instead of the two-hour period now allotted.

4. *The Guidance Director must have a place to function.* We have a guidance office with files and bookcases. A conference room adjoins. The Guidance Director, the principal the spiritual director, and the counselors determine counseling emphasis.

5. *The Guidance Director must plan some group guidance.* Home room teachers conduct weekly group guidance session.

6. *The Guidance Service should secure educational or occupational literature.* Our school has a scholarship, career, and vocational file.

7. *The Guidance Department must develop a standardized testing program.* Tests are set up for every year. Students learn the results of these tests. Profile sheets are taken home to parents.

8. *The Guidance Service should endeavor to aid parents.* We have regular parent-teacher conferences and a monthly bulletin to parents. During retreat, parents are brought together for a lecture and question-and-answer period.

9. *Guidance Service must sponsor special guidance events.* First Firday devotions, annual retreat, senior closed retreat, etc., are all part of the program.

10. *The Guidance Service must attempt to solve reading and study problems.* Reading courses are part of the curriculum. Study habits are stressed

at conference periods.

11. *The Guidance Department may assist with job placement.* We have this aid for seniors. Questionnaires on graduates also help.

12. *The Guidance Service must facilitate the work of the administration and faculty.* We work in very close harmony.

13. *The Guidance Service must practice good public relations.* Securing speakers and placing students in jobs aid greatly in this.

Guidance practices of course can never remain static. Like the curriculum itself these will be undergoing change. The best should be continually sought. A good guidance department goes a long way in making a good school.

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Preparation for Guidance and Counseling

Nathaniel J. Pallone

WHILE most guidance specialists charged with counseling functions in Catholic schools and colleges have from 30 to 60 hours of graduate preparation, an increasing number of counseling psychologists with the doctoral degree are making their appearance on the staffs of Catholic institutions, including both secondary schools and diocesan guidance bureaus.

The addition of these psychological specialists in American education signals the coming-of-age of counseling psychology as a professional field, distinct from educational-vocational guidance on the one hand and from clinical psychology on the other, yet virtually intermediary between the two. As the clinical psychologist deals primarily with the severely emotionally disturbed or mentally subnormal client, and the guidance specialist in the past was likely to devote himself to providing resources within the educational or industrial setting to foster the optimal personal development of the individual, so the psychological counselor and the counseling psychologist marshal the resources of applied psychological science to assist both disturbed and "normal" clients

in handling problems which, though perhaps emotionally-toned, fall within the "normal" range of feeling.

Only very recently has counseling psychology attained its majority. It was in 1955 that Division 17 of the American Psychological Association, formerly the division of Counseling and Guidance, became the division of Counseling Psychology. According to Super, the fusion of new trends in developmental psychology, occupational sociology, and the psychology of personality with the tradition of vocational guidance gave birth to counseling psychology (1,322.) It must be noted, however, that the whole evaluation and educational counseling areas should also be included in any consideration of counseling psychology.

Guidance Service and Counseling Functions

Programs of preparation in guidance and student personnel administration in universities and schools of education have long recognized at least implicitly, that counseling is but one of many guidance functions practiced by student personnel counselors. The U.S. Office of Education has identified individual analysis, provision of information, orientation, counseling, placement, and follow-up as the

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six essential elements (2, 1) of the guidance process, and guidance specialists are generally trained to function in any and all of these services. At the same time, it is generally agreed that individual counseling, whether its focus be educational-vocational or personal, is the "heart" of guidance, and it is in this area that the bulk of the training of the psychological counselor and the counseling psychologist is concentrated.

Structuring

It is probably correct to indicate that the school counselor does some manipulation of environment as he exercises his role in the guidance of youth. In vocational guidance for example, the school counselor through summer jobs or similar activities, may structure planned work experiences for students, plan activities designed to broaden the job horizons of students, and arrange experiences for groups of students to orient them to the processes of vocational choice and implementation. These may properly be considered guidance functions. In individual counseling, however, both school counselor and counseling psychologist are properly concerned with the attitudes and self-system of the individual client. And the counseling psychologist is a specialist in precisely this sort of guidance function, as he attempts to assist the individual in clarifying his attitudes, aspirations, and self-structure.

Training for Counseling Psychologists

The Division of Counseling Psychology of the American Psychological Association has taken a deep interest in programs of training and has established criteria for the approval of colleges and universities offering programs in this specialty. APA recommendations include competence in 8 professional fields (3):

- 1) Basic general psychology, including experimental and physiological psychology, and a knowledge of psychological history and systems;

- 2) Development and organization of personality, including normal and pathological personality functioning;

- 3) Appraisal techniques, through mastery of a variety of tests, interviewing procedures and observational methods;

- 4) Counseling and psychotherapy, involving both individual and group techniques and knowledge of referral sources, based on understanding major theoretical systems in counseling and psychotherapy;

- 5) Supervised experience, usually gained through a year-long counseling internship in a school, hospital, or community guidance agency;

- 6) Understanding of the social environment in which the client and counselor operate, including occupational sociology;

- 7) Professional orientation to psychological specialties; and

- 8) Competence in research methods.

Standards of preparation for school counselors recommended by the National Vocational Guidance Association and the American College Personnel Association tend to cover these same areas at the 30 and 60 hour level of guidance work and require in addition a mastery of other guidance functions as well as counseling.

Levels of Training

Recognizing the wide-spread demand for counselors, the APA has distinguished three levels of counselor training, based upon the length of educational preparation desirable at each level (4). The first level thus distinguished is "part-time counselor," designating persons with counseling responsibilities in conjunction with other duties in school, industry, or community agencies. This level is designed for persons working on advanced degrees and is a temporary measure. The second level is "psychological counselor," requiring up to two years of graduate training, probably leading to a master's degree or 60-hour professional diploma, and the third level is designated "counselor-psychologist," indicating preparation leading to the doctorate in counseling psychology, usually requiring four years after the bachelor's degree.

Specialization in counseling psychology is available both in graduate schools of arts and sciences and in graduate schools of education; the APA has certified programs in both types of institutions. At the Catholic University of America, Loyola University in Chicago, and New

York University, for example, the program in counseling psychology is the responsibility of the graduate department of psychology of the school, while such programs are also administered by Teachers College at Columbia University and by the School of Education at Boston College. In the latter case, the differences between preparation for guidance positions and for positions as counseling psychologists are likely to be somewhat obscure, since the tempo of training is geared to service in educational institutions. At some universities, the doctoral program in counseling psychology is administered by a separate Department of Guidance and Personnel Administration.

Pre-Doctoral Education

Graduate training in guidance and in counseling psychology may show differences in the undergraduate education in each field. In most cases, school guidance specialists are originally classroom teachers by training, and their specialized training in counseling psychology is covered extensively at the graduate level. Some universities offering doctorates in counseling psychology demand of their prospective candidates undergraduate preparation in basic fields of psychology, often including experimental psychology (a laboratory course), psychological statistics and measurements, and personality dynamics through abnormal psychology. Many institutions also require a candidate to submit scores for the Advanced Test in Psychology of the Graduate Record Examination or the

Miller Analogies Test.

Since there are variations, often considerable, both in prerequisites and in the content of doctoral programs, prospective candidates would be wise to investigate the requirements of universities in which they are interested. A list of approved schools training counseling psychologists for positions in government service appears yearly in the *American Psychologist*. Prizing successful experience in human relations gained through teaching or other occupations, directors of such training programs are often willing to make exceptions to admissions requirements.

Availability of Positions

By the very nature of his training, the guidance specialist is likely to spend his professional life in a school or college, or, occasionally, in a community guidance agency. Counseling psychologists work in the same settings, and also work as well in rehabilitation centers, in public and private hospitals, in the armed forces, and in industrial organizations. The Veterans Administration employs large numbers of psychological counselors and counseling psychologists. A small percentage are engaged in private practice in vocational counseling or in psychotherapy, or as members of a firm of consulting psychologists servicing business organizations and individuals.

The dramatic increase in the need for counseling services after World War II, with its legacy of occupational upheaval and the atmosphere of continuing in-

security which has fostered the "existential anxiety" characteristic of the forties and fifties, assures, to counseling psychology an area of service in the public interest and gives to counseling psychology its mandate to continue to develop and improve its techniques for assisting troubled people and its understanding of human behavior, as applied psychology maintains its stake in the human predicament.

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Gifted Students and Underachievement

Brother Aloysius Raphael, F.S.C.

BRIGHT children can and do have learning difficulties. How often do teachers find a pupil with a high IQ who is yet a poor speller, or slow reader, or a child who is quite articulate but who just "can't learn mathematics." These random difficulties are usually accounted for by some distaste for a particular subject, and other similar reasons. These students can often be helped by short-term individual counseling.

Underachievement or concealed failure is another problem broader in nature and more difficult to detect. The concern for the full utilization of the gifted and intellectually able has heightened our interest in such underachievers. Most teachers have by now become conscious of their presence and are alerted against allowing these capable students to "just get by."

Persistent hard work and high motivation have produced results for many able students.

It has been said that academic achievement is a form of social behavior and that educational under-achievement is a form of social behavior with overtones of hostility.

Another theory suggests that the significant differences between achievers and non-achievers exist in their self-con-

cepts, school attitudes, and out-of-school activities. The under-achiever will frequently admit that poor scholastic achievement is his own fault but will find some excuse for it. He is generally a person who lacks confidence in himself. He is frequently a non-conformist whose self-concept is poor.

Further, the underachiever is often cynical, feels victimized by parents and teachers, and frequently perceives his family as having poor morale and strong parental domination.

These symptoms may have their origins in early childhood experiences, in present home conditions, and in character training. Teachers give several informal reasons for underachievement in able students: "He has a bad home situation." "His folks are 'old world' people," implies that their ethnic group does not look favorably upon academic achievement. "He comes from a low socio-economic neighborhood," assumes that such children tend to be less motivated toward academic excellence.

The real causes of underachievement are difficult to determine. There are probably as many causes as there are underachievers. Without a clear understanding of what makes one child an underachiever and another of similar background achieve up to capacity, one wonders what can be

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done to help such underachievers. Certainly educational guidance, personal counseling, motivation, and remedial help are indicated.

A friend interested in the individual progress of a child may be the answer in some cases. A supportive teacher, a friendly atmosphere, a reaffirmation of his ability may be the means for him to advance academically. Research in this area indicates that some underachievers need teachers who are able to accept their students' limitations and who are flexible enough to allow the student the degree of permissiveness he needs.

Psychological Blocks

However, there are some underachievers who have deep-seated psychological blocks. These present problems which are not amenable to superficial group treatment; they require more intensive and personal help beyond the service afforded in our schools. They usually require referral to outside clinics which are better equipped to handle such cases.

Students do change from underachieving to achieving and even to overachieving patterns. With some it is a matter of "finding themselves." Others are helped by meeting the "right person." For others changes are the product of some fortunate circumstance. In still others the only influence that can be postulated is the grace of God. Whatever the cause for alteration of behavior the record is clear. Underachievers can learn to succeed. In view of this fact the educator should be en-

couraged to provide the setting for such a change through guidance, counseling, or simple friendship.



Daniel C. Sullivan, St. John's University

REPORT WRITING IN PSYCHOLOGY AND PSYCHIATRY

Jack T. Huber, New York: Haper & Bros., 1961. Pp. x+ 114. \$3.50.

There is the tale perennially told by professors to prospective counselors and psychotherapists of the child guidance agency which hired a firm of efficiency experts to help streamline its forms and paper work. The experts surveyed 150 case reports, then designed a case form. In addition to such information as name, age, address, etc., the following sentence was to be printed: "The mother, though outwardly warm and accepting, is inwardly cold and rejecting." When the agency protested, the experts testified that this sentence had indeed appeared in each one of the 150 reports.

Perhaps it is the fate of each intellectual discipline in our highly specialized society to develop a language of its own which, highly useful though it is in professional circles, is often unintelligible to the nonspecialist. Even in the sciences which attempt to deal with human be-

havior, effective rapport is hampered by the lack of common written symbols. The guidance worker may see in a student the problem of stringent parental control; the therapist, be he psychologist or psychiatrist, may see this as an unresolved Oedipal situation. Yet he may mean by that designation nothing more crippling or definitely pathological than the counselor's more general description.

In his generally excellent "how to" book, Dr. Huber, director of psychological services and associate professor at Adelphi College, repeatedly emphasizes one major rule for writers of reports in psychiatry, psychology, and guidance: Remember your audience, and use terms which convey to them your exact meaning. It is a good rule and one that bears emphasis.

Frankly aimed at the clinician rather than at the counselor, this work nonetheless can be effectively employed by the student of counseling and by the guidance specialist in the school or community agency who is called upon to communicate the findings of educational-vocational testing and interviewing to colleagues and other psychological specialists. The major weakness in the work is that it largely ignores the issue of communicating in a written report the results of testing and counseling to the client himself, to his parents, to school administrators, or from the point of view of school guidance, the faculty member who referred him. And often this is a weakness in our relationship to our clients, for

we stand ready to provide written reports to everyone but him.

Two chapters in Dr. Huber's treatise have direct application to the counseling situation. These are the sections on "Outlines for Reports in Special Areas," covering reports on intelligence, aptitude, and interest testing, and "Therapy Progress Notes," covering the selection and recording of exchanges between interviewer and client. The chapter on "Formulating the Case" draws attention to the twin flaws of overgeneralization and the "too-easy answer," which may cause not only overgeneralization but grave consequences to the client if misinterpreted. A later chapter argues cogently against the use of the pet phrase, or reliance upon the pet theory.

This brief manual is virtually crowded with examples and telling criticisms of psychological reports. One comes to have the feeling that the ideal report would be a rather sterile literary product, but perhaps that is what the situation demands.

It is unfortunate that Dr. Huber dismisses the problem of

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confidentiality in report writing in a chapter of only three pages. For the Catholic counselor and psychologist, confidentiality poses a thorny problem, which cannot be resolved either by the precaution of securing a release from the client or by reference to the codes of ethics of professional associations. Especially in regard to the psychological assessment of religious candidates is confidentiality a matter of grave responsibility. Perhaps current discussion and thinking on the part of such groups as the American Catholic Psychological Association will yield a general pattern which takes into account the moral as well as ethical responsibilities in this area.

As a working model for the counselor and guidance specialist, (although these are not his primary target), Dr. Huber's book is a valuable reference. To complete the picture, the profession of psychology and its sub-process, guidance, would benefit from a similar, book-length treatment of principles and the lucid exposition of counseling cases addressed to the person without training specifically in guidance or testing—the school administrator, the classroom teacher, the parent, and the client himself—without minimizing psychological insight and without relying on the intellectual shorthand of the initiated.

Nathaniel J. Pallone
Director, Guidance Center,
St. Francis College, Brooklyn.

JUNIOR HIGH SCHOOL GUIDANCE

Mauritz Johnson, William E. Busacker, Fred Q. Bowman, and Brothers, New York, 1961, 275.

THE APPEARANCE of this text seems to suggest several ideas concerning the development of publications in the area of guidance. The interesting growth of the concept of guiding youth in vocational areas to the generalization of directing youngsters in many areas of development has yielded to a newer stage of perception. The trend seems to be to de-generalize, to differentiate the role of guidance at various educational levels. Doubtless, the needs of teachers who wish to become guidance-oriented or who wish to become professional counselors at various educational levels (elementary, junior high, secondary, college) have been felt by schools of education and recognized by publishers of educational texts. Recognition of such a need is reflected in the appearance of *Junior High School Guidance*.

The content of the book merits its praise for its presentation of the role of guidance in school life. While including many aspects, the authors have been able to treat practically and effectively such areas as Orientation, Classroom and Homeroom Guidance, and Discipline as Related to Guidance. The discussion of the involvement of school personnel other than the counselor in guidance functions is exceptionally well presented.

To a limited degree the text achieves the goal of specialized

information regarding guidance at the junior high school level. The first two chapters discuss at length the role of guidance as it relates to the educational program and the students at the grade level. The ten chapters which follow also make special reference to problems and techniques of guidance related to the junior high school.

The publication, aside from content, has some definite formal advantages for use as a study tool. Each chapter has a summary which point-by-point cements the main ideas of the chapter. Of greater worth to the reader and student, each chapter has its own reference reading list. This annotated list is differentiated according to an area of specialization within the topics. The reader could with justification hope to see such an effort by the authors become more widespread. The various appendices also contribute to a positive evaluation of the book by a student of guidance at the junior high school level.

However, the book falls short on two counts. First of all, it does not evidence sufficient concern for one of the most pressing problems of guidance at the secondary level—that of placing students in various classes within the growing pattern of ability grouping. In this area the counselor spends much of his time and is usually ill-prepared for the task. Secondly, the book could hardly be said to be unique. It does not stand out as a text which interprets guidance throughout its pages in relation

to the pre-adolescent and his problems. The entire problem of parents and their pre-adolescents seems relatively underdeveloped in relation to the involvement of the junior high school counselor in his daily task.

The authors, in short, are not entirely free from some of the limitations of many textbook writers—a presentation of more of the same context material dressed up in a new salable title. However, there are valuable applications in the text not usually found elsewhere. *Junior High School Guidance* is useful as long as the instructor and the student are well aware of its limitations.

Arthur O. Linskey
St. John's University
Jamaica, New York

EMOTIONAL PROBLEMS OF THE STUDENT

Graham B. Blaine, Jr., Charles C. McArthur, et al. New York: Appleton-Century-Crofts, 1961. Pp. xxv + 254. \$4.95.

Some years have passed since Thomas N. McCarthy, in "Understanding Student Behavior," took counselors and psychologists to task in the pages of *The Catholic Counselor* for the making guinea pigs of college students who are tested, re-tested, then tested again, not for the purpose of studying the dynamics of their psychosocial behavior, but to satisfy the testers' need for readily accessible research subjects. Recent years have

brought a newer, healthier approach, evidenced in such works as the Yale psychiatric clinic studies (*Psychosocial Problems of College Men*, edited by Bryant Wedge) and the now-famous Vassar studies of Nevitt Sanford and his associates, soon to be summarized in the forthcoming *The American College*.

Now the staff of the University Health Service at Harvard has made a distinguished contribution to this growing body of literature which seeks to understand what is peculiar to the psychological and social behavior of college students. Edited by a psychiatrist, Dr. Blaine, and a psychologist, Dr. McArthur, the volume is a collection of fourteen articles which survey the organization, function, operation, and research findings in the Mental Health Clinic of the Harvard Health Service.

The problems typically encountered in a campus institution of sizeable enrollment may be expected to differ vastly from those typically presented, say, in the urban Catholic college with a small campus and limited endowment. The authors are identified, in Erik Erickson's introduction, as "Harvard men dealing with Harvard problems," and so they are. Yet much of what they report concerns the general psychological tendencies of men growing into maturity and attempting variant approaches to the developmental tasks faced by college students everywhere.

Although eleven of the fourteen contributors are psychiatrists, the organization of Health

Services at Harvard is such that the problem presented by students might well be encountered by the guidance officer in a college with a less elaborate program. Since there is "no competent guidance program" at Harvard, according to McArthur and Dinklage in their chapter on "The Role of the Psychologist in a College Health Service," the clinical psychologist is charged with providing educational and vocational counseling. This chapter is, in fact, an excellent overview, even for the neophyte, of counseling based on sound psychological understanding, and it deserves to be read by every counselor who stands—as we all do—in danger of becoming "routinized" in dealing with "surface" guidance problems.

Another chapter that merits close attention is McArthur's "Distinguishing Patterns of Student Neuroses," for here the problem of vocational choice is related to what Erickson has called the "special task of late adolescence"—to find an identity. One special issue which the student seizes upon in his "diffuse agitation over who on earth he may be," says McArthur, is his vocational choice. Vocational choice, then, is seen as symptomatic of the total personality and as ego-syntonic. Moreover, vocational choices which run counter to the role expectancies of the student's family and peer groups lie at the root of more serious conflicts: "I want to be an anthropologist. My family came from another country and another century. They only know

four honorific callings: the military, the priesthood, medicine, and law." Such limited vocational horizons are familiar to the counselor who is working with students whose socioeconomic roots are in the "old country" culture.

"Problems Concerned with Studying," another chapter by Blaine and McArthur, lucidly outlines the dynamics of causation in many cases of learning difficulty and college drop-out. Especially interesting is their semi-psychoanalytic treatment of the passive-aggressive personality, who uses failure neurotically as a weapon against the demands of his parents or teachers for high scholastic achievements.

In another vein, the contribution which can be made by the member of the academic faculty, who, though lacking any formal training in psychology or guidance, has a warm and understanding nature, is explored in Dalrymple's "Faculty Counseling and Referral." A summary of this chapter could well stimulate spirited discussion at a faculty meeting or workshop concerned with the non-specialist's role in

the total guidance effort of the college.

To round out the picture of the Harvard program, there are chapters on the college psychiatrist, character disorders, acute psychotic disorders, and special problems of women students, graduate students, and medical students, each of which will be more or less valuable to the reader in relation to his own school situation and the focus of his counseling efforts.

For the student of mental health services in the schools, for the student personnel administrator, and for the working counselor, this report of Harvard's efforts contains much that is provocative and stimulating. Several of the articles represent important contributions to the literature on mental health in education which will find applicability in situations far different from the Ivy aura of the banks of the Cambridge River, even though, as the authors report, "Many people seem to feel that psychological experience with a Harvard population does not count!"

Nathaniel J. Pallone
Director, Guidance Center,
St. Francis College, Brooklyn.

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Strengthening Guidance in the Sixties

Brother Raymond, C.F.X.

IN THE next decade, the needs of the guidance movement will, to a great extent, be determined by the evolving nature of the role of guidance. Originally, guidance was oriented primarily toward the student with vocational problems. As the guidance movement developed, its purposes and services were directed to a greater number of students. More recently the goals of guidance have broadened again to include the optimal development of each student. This widening of the scope of guidance, a trend which seems quite irreversible, dictates the needs which forward looking administrators must meet. The professional leadership of the next decade must be aware of the guidance needs listed by the Presidential Committee on Education: "A sound guidance program requires professional leadership, competent counselors, time and money."

The Need for More Counselors

Procedures which in former days were efficacious in solving the difficulties of youth are no longer completely adequate. Education has changed radically since the start of formal guidance about 50 years ago. New objectives, new types of schools, new curricula, and new teaching

methods have emerged. The population boom has forced the schools to revamp their methods of presentation to emphasize the mass rather than the individual student. The close student-teacher relationship so fondly cherished in a bygone day has now been replaced by a somewhat impersonal form of education.

Forces outside the school, the changes in society and the increased pressures of modern living, have contributed to the frustration of pupils, parents, teachers, and administrators. The widely broadcast spirit of naturalism and pragmatism with its perverted concepts of right and wrong, and the inconsistency between parental precept and practice, have created confusion among youth. Likewise, youth's right freely to choose careers from among more than 30,000 available jobs, without providing the necessary assistance to enable them to use their freedom prudently, has served to make them even more confused. These disintegrative forces have had a detrimental effect upon the personality of our students. The number of major and minor emotional disorders among our youth emphasizes the extent of the problem.

The need for more counselors in all our school systems is then apparent. Under the National Defense Education Act (NDEA), over two hundred counselors

Brother Raymond is Director of Guidance at Xaverian High School, Brooklyn.

have been added to the New York State public school system. In 1960 alone, 40 extra counselors were added to the New York City school system. This increase alleviates immediate needs which are still urgent and which will soon be acute again. But NDEA grants to enable public schools to engage the services of more counselors and NDEA Institutes, which pay stipends to public school personnel only, have done little to increase the number of counselors in private schools.

The Need for Trained Counselors

The bulk of the counselor's time should be devoted to individual counseling, the heart of an effective guidance program. The school counselor through private interviews enables the student with a problem to express his personal confusions and conflicts, to analyze under skillful directions the issues involved, and to reach a reasonable solution to his problem.

The very nature of counseling demands that it be done by professionally prepared persons. By assigning untrained persons to do guidance and counsel-

ing, a number of private and public school administrators demonstrate that they are not squarely facing facts. Some administrators, possibly because of the high regard in which they hold their faculties, sometimes assign teachers without any previous training to do guidance and counseling. Some Catholic administrators, seem to think that teachers with religious backgrounds have the necessary 'know-how' to counsel students as well as specialists who have been educated and trained to be counselors. Yet they surely would not assign their best Latin fundamentalist to teach a physics course proficiently.

Guidance like any other professional discipline has its academic requirements. Guidance personnel must earn at least a master's degree in which psychology has been strongly emphasized. (Ed.'s Note: See Mr. Pallone's article, p. 24).

Administrators should not ignore the fact that all states except two have provisions for licensing counselors. Administrators should avoid engaging the services of un-certified or

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un-licensed personnel workers even more than they avoid going to "quack" doctors.

Temporary Expedients

While waiting for a sufficient number of qualified counselors, how can guidance needs be met? The solution here seems to lie in the temporary utilization of other faculty personnel, fitted for limited service through in-service training. Most teachers are anxious to assist wherever possible. They may be able to offer help in a number of useful areas:

1. They can and should contribute to the individual guidance record.
2. They can tell pupils how their subject-matter is used in various occupational fields.
3. They should spot pupils who need special help, and refer them to the counselors.
4. They should confer with the counselor about pupils who need special attention.
5. They can cooperate in placement, orientation, follow-up, and evaluation.
6. They can assist in group activities relating to the guid-

ance program such as counseling for college placement.

In-service training is in no way meant to be a substitute for the counselor education program. It is merely an emergency expedient until qualified counselors become available. In fact many teachers are encouraged to continue their education in guidance or psychology after having learned of the challenge the field offers. The NDEA Guidance Institutes were set up specifically for the purpose of training new counselors, not to assist those who are already licensed.

Another recourse in meeting the immediate need for more trained counselors lies in the very growth of guidance responsibility. A smaller number of trained personnel can magnify their effectiveness by a judicious marshalling of the efforts of other persons concerned with student development. Through referrals, staff conferences, and other means of liaison, a team approach to guidance might be utilized. A coordinated effort of teachers, principal, parents, and community agencies, with the

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guidance man serving as a resource person as well as counselor, may provide a temporary approach to a solution of the problem.

The Need for Time

While the need for a greater number of trained counselors seems evident, not equally apparent is the time counselors need to perform their duties adequately. Over and above the opportunity to perform their duties, counselors need additional time for professional development. Teachers are normally given four or five teaching periods a day and are encouraged to spend their free periods in professional reading or writing. But the counselor is often expected to spend the whole day in guidance without equivalent "free time". If the guidance department is to fulfill its function, counselors must be allotted time to think and plan, to discuss departmental problems, and develop professional skills. Time should be allocated:

1. To provide the opportunity to stay abreast of professional literature, most of which should be supplied by the school.

2. To afford adequate time to discuss common problems with fellow counselors. A solution not evident to one counselor is often quite apparent to a second or more experienced member of the department.

3. To allow for the conduct of research projects, necessary in guidance as in any other field.

The *minimum* time to be allotted per student is one full period a year. In a school of 500 a coun-

selor will need 100 school days for counseling alone. Thus, recommendations of professional organizations and the Conant Report call for a counselor-student ratio of, not more than 300 to one. The number of counselors needed in a school is determined by a consideration of the actual time spent in counseling and the number of pupils enrolled in the school. When one considers this ratio to the not infrequent 1,000 or more to one, the disparity between the ideal and the reality graphically emphasizes the challenge the next decade holds for the guidance movement.

The Future

The demands to be made upon guidance in the next decade are taking recognizable shape. Every school whether public or private, will be expected to have an adequate guidance program. These programs will have to meet the needs of every pupil from entry to graduation. To meet these responsibilities administrators will be required to see to it that more professional workers are assigned guidance duties. While the administrator may provide temporary solutions through the utilization of teaching personnel, prepared for limited guidance responsibility through in-service training, the immensity and complexity of the challenge require more than stop-gap provisions. The future guidance program will require manpower, money, and time deployed by courageous administrative leadership. The administrator who aims to develop the whole person cannot take half-hearted measures.

Tips and Techniques

Sister Mary Estelle, S.S.N.D.
Mount Mary College
Milwaukee, Wisconsin

OCCUPATIONAL GUIDANCE

Pius XI High School
Milwaukee, Wisconsin

Whether or not a student be college-bound, he needs to clarify or crystallize his self-concept. It is important for the school to help him accomplish this through the use of test data, evaluation of previous achievements, a study of his interests, hobbies, etc. The sophomore year is a good time to begin this analysis, since the student must make a decision in choosing college or non-college courses for his last two years of high school.

Occupational guidance at Pius XI High School, Milwaukee, Wisconsin, includes a five-point program to assist in the clarification and strengthening of the individual student's concepts.

1. **Group Guidance:** In the sophomore year, a five-day program of occupational guidance is carried out during the religion period. During this period each student is given the worksheet containing his percentile scores on the DAT, ITED, and Kuder previously given in the ninth grade. He is also provided with his grade point average. In a group session the students are aided in evaluating their aptitudes in relation to achievements. Special counseling is made available for the low aptitude-low achievement student. After this assessment of strengths and weaknesses, time is spent on showing the importance of school subjects with relation to the world of work. An occupational score sheet shows how test scores relate to various occupations. The student is encouraged to select for detailed study several occupations in which he is interested and for which he has ability.

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2. *Occupations course:* The course "Problems of American Democracy" is given to non-college bound students. This is, in effect, an occupations course in which the individual student gets a deeper insight into himself and a broader view of the world of work.
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Bishop Loughlin
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Scores Do Not Tell the Whole Story about You.

In some sections, the *Bulletin* refers to the Loughlin Handbook for more details.

PERSONALITY DEVELOPMENT THROUGH READING

Don Bosco High School
Milwaukee, Wisconsin

The Home and School Association of Don Bosco High School, Milwaukee, Wisconsin, directed one of its meetings to problems of teenage boys. In an address to the parents, Brother Leo Willett, S.M., pointed out that it is one thing to know and understand the problems of young people, but it is quite another to be of real assistance to youth in solving their problems.

Suggesting reading as a valuable aid, Brother Leo discussed the use of specific pamphlets, reprints, and inexpensive books which he had previously checked and arranged on display for the evening. A list of the exhibited literature was given to the parents. The following notation appeared at the bottom of the mimeographed sheet: "Dear Parents: I thought you might be interested in obtaining a copy of some of the following reprints, pamphlets, books. Some of these are on display in the gym, and limited amounts are available for purchase *tonight*. Further, if you wish, you may check off the items desired, and send this with the total cost of same *with your son*."

In order to reach the parents of all the students the reading list was mailed to the parents

who did not attend the meeting. Several items were suggested to the parents.

A copy of the reading list may be obtained from Brother Leo on request.

FACULTY PARTICIPATION IN GUIDANCE

Seton High School
Baltimore, Maryland

To interest all teachers in guidance, Seton High School, Baltimore, Maryland, used a faculty meeting to discuss informal guidance from the viewpoint of the subject teacher. The presentation was given by the lay faculty.

Teachers from various departments presented papers on Courtesy, Moral Values, Social Consciousness, Planning for the

Future, Home and Marriage, Cultural Stimulus, Intellectual Stimulus, and Co-operation and Fair Play.

One teacher pointed out that even though any good conscientious teacher would realize her obligation to give informal guidance and perhaps do it almost by second nature, it would also involve some danger of complacency. She observed: "If some things are only *incidental* to our teaching, there is the possibility of their becoming *accidental*. If that happens, there is always the danger that the accidental things may be forgotten or neglected. It is wise therefore, to examine our thinking about informal guidance occasionally, to restate our principles and to be sure that we are adhering to them."

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GUIDANCE NEWS and NOTES

Brother Raymond, C.F.X., Xavierian High School, Brooklyn, N. Y.

Keeping Posted with the Councils

The Parochial School Office of the Archdiocese of Detroit is at present engaged in the organization of a Guidance Council. Another Council in the process of being formed is in Dallas, Texas, according to an announcement by *Father Thomas Holland, S.J.* of Jesuit High School, Dallas.

Congratulations are proffered to the Milwaukee Council for the splendid attendance at its spring meeting at Alverno College in Milwaukee. Two hundred forty-seven members attended this meeting—an unusual turnout. The program was devoted to six problems in the guidance field: Problems of Personal Adjustment, Good and Poor Readers, Gifted Students, Good Study Habits, Placement of Students, and Transfer of Records. Each session was repeated for the benefit of those with divided interests.

The San Antonio Archdiocesan Guidance Council published the first issue of its Newsletter in April. This culminated the Council's achievements during its initial year of varied activities. *Brother Norbert Grass, S.M.*, is President of the Council.

The final meeting of the year for the Brooklyn Council was its annual buffet dinner in June for the principals of the member schools. At this meeting *Brother Joseph McKenna, F.S.C.H.*, Principal of Catholic Memorial High School, West Roxbury, Massachusetts, spoke on "The Principal's Coordinative Role in the Guidance Program."

The Brooklyn Council suffered a loss in the death of *Brother Cecilian, F.S.C.*, Brother had been ill for a few months, but his death was unexpected. He was Guidance Director at St. Augustine Diocesan High School in Brooklyn.

(Note: All Councils are requested to send reports of activities to the editor of this column.)

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By pointing up many insights into procedure, "The Counseling Relationship" gives the beginning counselor a greater sense of assurance and control in his new role, and provides materials which enable him to refine his skills. It also serves as an invaluable guide for all those engaged in counseling.

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Autumn, 1961

Guidance Personnel in the News

Sister Mary Cathrine, C.D.P., new Associate Editor of *The Catholic Counselor*, demonstrated the use of personal counseling at the annual Texas Personnel and Guidance Association convention in September.

Dr. Robert B. Nordberg spoke at a workshop in public health nursing on "Developmental Needs of Man." His article on "Intelligence—a Post-progressive Analysis" appeared in *Catholic Educational Review* in April. Dr. Nordberg is now a member of the faculty for Counselor Education at Marquette University.

Brother Philip Harris, O.S.F., of St. Francis College, Brooklyn, led the guidance section of the Workshop on Spiritual Formation sponsored by the Confraternity of Christian Doctrine at Catholic University this past June.

Mr. Robert Doyle of Iona College, and Assistant Editor of *The Catholic Counselor*, recently received the service award of the New York Long Island Association of Newman Club Alumni.

Dr. William Angers presented a paper at the annual meeting of the New Jersey Academy of Science entitled "Some Factors Which Have Influenced College Freshmen to Choose Engineering." Dr. Angers recently accepted the position of Assistant Director of the counseling center at Newark College of Engineering.

Dr. William Cottle has resigned his position at the University of Kansas to be Director of the Counseling Education and Counseling Psychology program at Boston College.

Dr. Paul Centi has recently been named Director of the Counseling Center at Holy Cross, Worcester, Mass.

Brother Lawrence Joseph, F.M.S., former Editor of *The Catholic Counselor*, was a guest speaker at the May meeting of the Brooklyn Council.

Dr. Philip D. Christantiello, Assistant Director of Guidance at St. Peter's College in New Jersey, has published a pamphlet on "How to Take Lecture Notes in College."

Brother Aloysius, F.S.C., President of the Baltimore Council, is now the principal of Bishop Denis J. O'Connell High School in Arlington, Virginia.

Dr. Robert T. Lennon, Director of the Test Department, Harcourt, Brace and World Book Company, was one of the panel members in a discussion of "The Role of Aptitude and Achievement Testing in the Guidance Program" at the April meeting of the New York Personnel and Guidance Association.

Brother Marion Belka, S.M., St. Mary's University, San Antonio, is President-Elect of the Texas Personnel and Guidance Association. He is the outgoing President of the South Texas Personnel and Guidance Association.

Many members of the Guidance Councils throughout the country either lectured or were members of Guidance Institutes this past summer. It is impossible to report on each of them in this column, but everyone noted a gratifying increase in the number of participants in the various summer programs.

Outstanding Projects

The Guidance Council of Paterson, New Jersey has developed a course of study in Guidance for use in the school system during the 1961-62 school year.

The Worcester Chapter of APGA has founded the Dunigan Annual Lecture to be given each May in memory of *Rev. David R. Dunigan, S.J.*, who died last March. Father Dunigan was an outstanding member of the Worcester Chapter and also a former Editorial Board Member of *The Catholic Counselor*.

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Price: \$1.50 for single copies; \$1 each when purchased in quantities of a dozen or more.

PLEASE ENCLOSE REMITTANCE

Autumn, 1961

A share-the-convention project was carried out by the San Antonio Archdiocesan Guidance Council. Each member who attended the 1961 convention in Denver had been assigned the responsibility of covering the Workshop Demonstrations of Catholic Counselors in APGA, and outlined the main points of the sessions at the May meeting of the Council.

This year for the first time all can benefit from the professional stimulation of the 1961 APGA Convention in Denver by purchasing copies of the addresses from APGA headquarters. A list of the articles (all priced at \$.35) may be obtained from 1605 New Hampshire Ave., N.W., Washington 9, D.C.

Wrenn Report (APGA Convention, 1961)

The following are excerpts from recommendations "To School Counselors Now on the Job":

1. Consider the professional updating as a continuous process, lest you become fixated at one level of understanding and practice, while the world of psychological and sociological thought and practice moves around you and leaves you behind.

2. Include in your professional education, courses and lectures in the social and behavioral sciences.

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3. Travel widely to understand other cultures and peoples.

4. Study your own interviewing habits and attitudes and secure professional assistance in this process whenever possible.

5. Give thoughtful attention to your purposes and goals as counselors. A focusing upon goals that are appropriate to the counselor's professional competence and to the most effective use of his time in a given situation is the most essential task that a counselor can undertake.

6. Take steps to gain an understanding of the principles behind the programming of electronic computers and the operation of various types of programmed instruction.

7. Be dedicated to the students you serve, and take pride in your work.

Do You Know That ?

There is an organization called the Academy of Teachers of Occupations. The president, *Dr. Daniel Sinick*, San Francisco State College, has invited all NVGA members interested in improving the teaching of occupational information at any educational level, to join the association. This national organization gained

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Recently reactivated Graduate School offers programs in Education, Engineering, Liberal Arts, Science

100 members in the past year. For further information, write to the Academy's secretary, *Mr. Richard Gruen*, Department of Personnel Services, Brooklyn College, Brooklyn 10, N.Y.

There are now three college admissions centers for college-bound students unable to obtain admission to the college of their choice. These centers endeavor to place the student in a college in accordance with his record, interests, finances, etc. For further information, write to:

The College Admissions Center, North Shore Hotel, Evanston, Illinois.

The College Admissions Assistance Center, 525 E. 80th Street, New York, N. Y.

The Catholic College Admissions and Information Center, 500 Salisbury Street, Worcester, Massachusetts (Applications to Catholic colleges only)

A few Religious orders have formed their own Guidance Councils when it was not feasible to establish a Diocesan Council.

The program for the 1962 meeting of Catholic Counselors in APGA is nearing completion. *Rev. George Moreau, O.M.I.* is National Chairman with *Sister Mary Estelle, S.S.N.D.* and *Brother Marion Belka, S.M.* serving as Program Co-chairmen.



LOOK AHEAD!

CATHOLICS IN A.P.G.A. — APRIL 14 - 15, 1962

A.P.G.A. CONVENTION — APRIL 16 - 19, 1962

HOTEL SHERMAN, CHICAGO

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